

## More Than a Military Exercise: The Graduate School and Navy Join Forces in Human Resources Training

By Benita F. Scott



**Human resources needs are never static. In this issue, we explore aspects of personnel management training.**

As the 20th century comes to a close, human resources practitioners in the Department of the Navy are shifting gears to meet the requirements of the Government Performance and Results Act as well as to adapt to an ever-changing profession.

To meet these demands, the Graduate School and the Office of the Deputy Assistant Secretary of the Navy began training civilians across the nation in human resources management two years ago.

"Many human resources people are now in roles where they don't have all of the necessary skills to perform the job," says Dick Morton, program manager for the National Capital Training Center. "Through this partnership, the Graduate School will enable them to enhance their skills quickly to meet Navy demands."

"We must ensure that training needs are met so that employees can do the best job that they can," says Rich Giannascoli, human resources advisor for the Navy.

Courses—which are announced

in a Web site the Graduate School developed and operates for the Navy—range from entry-level to advanced offerings. Through this partnership, the Graduate School

offers training in: position classification, employee relations, labor relations, federal EEO programs, employee development, staffing and placement, qualifications analysis and reductions-in-force. More than 1,100 Navy civilians nationwide were trained in human resources-related curricula in fiscal year 1998, and course

offerings have expanded to 25 to increase participation. All regions and the National Independent Study Center are involved, arranging open-enrollment, self-study or on-site courses for personnelists worldwide.

"Navy personnel deserve the training to do a good job," says Morton. "They desire the tools to perform their jobs well. It's our duty to equip them with these tools."

*For further information, call Dick Morton at the National Capital Training Center at (202) 314-3431, Mike Allen at the National Independent Study Center at (303) 969-5804 or (888) 744-GRAD for the number of the regional center near you.*



*More civilians in the Navy get human resources training.*

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**3** There are ways to encourage learning in an organization.

# Question & Answer

**A**s director of the Fund for the Improvement of Postsecondary Education, known as FIPSE, Charles Karelis oversees a Department of Education foundation which fosters innovative advances in colleges and universities. More than \$200 million in grants has been disbursed during his 14-year directorship. He also has been instrumental in setting up student exchange programs and university cooperation with educational institutions in the European Union, Canada and Mexico. Before joining FIPSE, Karelis taught philosophy at Williams College in Massachusetts for 13 years and served as chair of the department and secretary of the faculty. He holds a B.A. from Williams College and a doctorate from Oxford University. Since last year, Karelis has chaired the Graduate School's Futures Committee as a General Administration Board member. We talked to him about educational trends.

**On standards in post-secondary education:** What adult education is struggling with is to define standards. There hasn't been an erosion in standards, in other words, and there hasn't been a maintenance of standards either. Rather, there has been a lack of definition of standards.

**On traditional outcomes assessment and performance reporting in post-secondary education:** The main danger is that in order to keep standards general and simple, the focus has been on skills and not content. Also performance reporting hasn't focused much on learning outcomes, although learning outcomes were the progenitors of performance reporting.

**On new kinds of teaching:** Internet-based teaching will become more important for reasons unrelated to cost. There will be much more discussion online. The potential is enormous because asynchronous computer conferencing is a multichannel type of communication in which all students can communicate with each other. All students can respond to questions unlike the traditional single-channel classroom where only one person can speak at a time. People can respond at their leisure, at their convenience. Everybody can talk. You have premium on thoughtfulness rather than quickness. It gives you a chance to practice writing. I've heard people say that the anonymity of it will mean that some of the advantages for people of certain physical types—such as men versus women—will be less important. And everyone can respond to everyone else.



We don't have the pedagogies yet for it. Right now faculty who have been doing this kind of Internet teaching complain about being overwhelmed by e-mails. They get to their office in the morning and there are 50 e-mails in their mailboxes. We don't know yet how to moderate, how to filter, how to respond efficiently and economically. But the potential is wonderful.

**On student interaction via Internet:** When a faculty member asks questions, each student has to answer so no one can sit at the back and look out the window. But each student is invited to respond to everybody else's answer. There's a wonderful exponential growth in the amount of dialogue. This is much more interesting.

**On the future of international educational partnerships:** There are going to be more of them. Another trend is a move away from the humanities, the soft social science orientation. There will be a lot of additional business focused on international careers. Education is going to help lower the barriers of mobility of professionals and make for a real international trade in intellectual capital.

**On President Clinton's executive order issued in January about federal training:** The order does a good job of relating the two issues of technology and outcomes assessment as a way of assuring quality in training. It says that technology-mediated training should be stressed by federal agencies and that agencies shall develop performance measures of the quality of training available for employees — based on outcomes related to the performance rather than time allocation. In other words, we have to see whether the training is working by looking at the difference it makes to employee performance rather than just how much time they spent acquiring training.

The order appropriately does not try to decide the interesting question of how important software will be in the future of federal employee training, as distinct from services associated with technology, meaning instruction by actual teachers that is made available over the Internet. Personally, I'm betting that people's natural preference for contact with other real human beings when they learn, plus the very high costs of software development, will make software less important to technology-enabled learning. The key is going to be linking people with people.

# Academician and Author Assumes New Position: Director of Continuing Education



As an author, speaker and continuing education administrator, Donald Shandler has spent more than 25 years furnishing organizations with strategies to improve learning and performance. In January, that experience propelled him to a seminal role when he stepped into a newly created position as the Graduate School's director of

continuing education.

"My background helps me understand the agendas that drive adult learners and their learning organization," says Shandler, who wants flexible continuing education programs to address the needs of adult learners who face many barriers to traditional learning.

With the change in structure, the Registrar, Bookstore, Correspondence and on-line classes, and the Evening Programs—which alone averages more than 20,000 registrations a year—will be part of the new continuing education department. Shandler sees his task, especially in Evening Programs, as helping an effective organization move forward and adapt to the challenge of bringing knowledge to a broader constituency group.

"Managing intellectual capital is close to what we do in Evening Programs," says Shandler, who has identified several workplace learning and performance trends in his books that will impact continuing education. He observes



## Tips for the Learning Organization

If you want to encourage learning and strengthen your organization, Donald Shandler recommends you start:

- Promoting employees who show a capacity to learn
- Assessing learning activities and outcomes in performance appraisals
- Setting up ways for employees to share new knowledge
- Reinforcing flexibility, creativity and risk taking with rewards
- Giving employees responsibility for their own learning budgets

## Books by Donald Shandler

- **"From Technical Specialist to Supervisor,"** Crisp Publications, 1993.
- **"Reengineering the Training Function: How to Align Training with the New Corporate Agenda,"** St. Lucie Press, 1996.
- **"Competency-Based Learning: Designing and Implementing Successful Programs,"** Crisp Publications (*to be published in 1999*).
- **"Management and Development of the Contingency Workforce: Shaping Strategies for the 21st Century,"** St. Lucie Press (*to be published in 1999*).



that "continuous learning has become a condition of employment; and education in the liberal arts is now just as important as mathematics and sciences." He also says companies with highly educated employees constitute the fastest expanding business sector, and organizations are:

- Moving toward managing knowledge—intellectual capital—and forming corporate universities.
- Using competencies in hiring, managing and employee development rather than college degrees.
- Shifting from an industry to a knowledge paradigm with the burgeoning service, or knowledge, economy.

The new director of continuing education will serve on the Competency-Based Training Task Force, which has been charged with improving service, quality and learning. He will also lead a school-wide market research project for new and responsive programs.

"I'm extremely pleased that Dr. Shandler has joined the Graduate School in this key leadership position," says Phil Hudson, noting that Shandler has worn many hats in post-secondary education. He was director of education for the National Association of Home Builders, assistant vice chancellor at the University of Maryland University College, and director of continuing education for Southern Illinois University at Edwardsville. He also taught at Boston College, the University of Maryland and Johns Hopkins University, and founded Organizational Development and Research Associates, Inc., a consulting firm.

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# What's New



## Faculty Honored

The National Capital Training Center presented 20 Premier Faculty awards at a reception and dinner on February 16 at the 701 Club Restaurant in Washington, D.C. Recipients were recognized for their contributions as instructors and the number of customers they served.

The occasion was hosted by Nancy Randa, NCTC's director, who was joined by Anne Thomson Reed, the chair of the Graduate School's General Administration Board.

## Attention All Faculty!

This year's Faculty Development Conference will be held April 10 at Capital Gallery in Washington, D.C. from 8:30 a.m. to 1:30 p.m. Workshops include: Planning a Web-Based Course, Visually Structuring Information in the Classroom, Effective Methods for Retaining Students, Fun with Collaborative Teams, Developing Curricula for Adult Learner Credit Programs, Constructing Tests and Evaluating Student Performance, Video Activities in the Foreign Language Classroom and New Media for Foreign Language Instruction. For more information, call Yasmin Correia at (202) 314-3657 or send an e-mail to [Yasmin\\_Correia@grad.usda.gov](mailto:Yasmin_Correia@grad.usda.gov).

## A Plug for the Graduate School

Phil Hudson, the Graduate School's director, was the featured guest on February 20 in the FEDTalk radio show on WUST 1120 AM. He spoke about the school's courses and services.

## Ethical Judges

Bob Brown, senior associate to the Graduate School's director, and Lew Fischer, a teacher for Evening Programs, each served as judges for four academic teams debating ethics cases in the 5th Intercollegiate Ethics Bowl in February. The annual event in Crystal City, Va., involved more than 100 students in teams of three to five from 24 colleges and universities. The students debated 10 cases that ranged from free speech issues to ethical quandaries in medicine. "The Intercollegiate Ethics Bowl was set up to encourage college students to increase their knowledge and ability to deal with ethics in their educational preparation and subsequent careers," explains Brown, who says that judges are chosen for their different backgrounds, experiences and perspectives.

